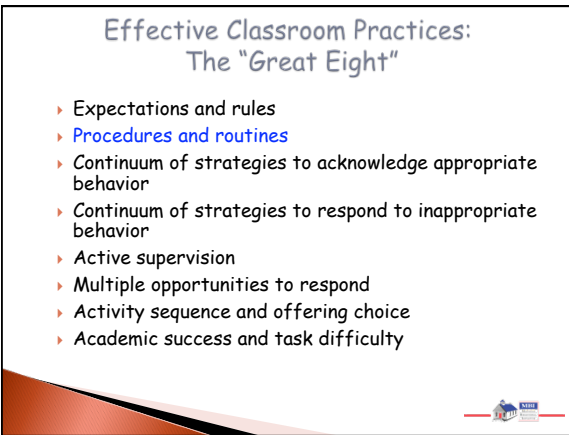


**Effective Classroom Practice:
Procedures & Routines**

Session 4: CLASSROOM MBI
Team Training
Presented by the MBI Consultants

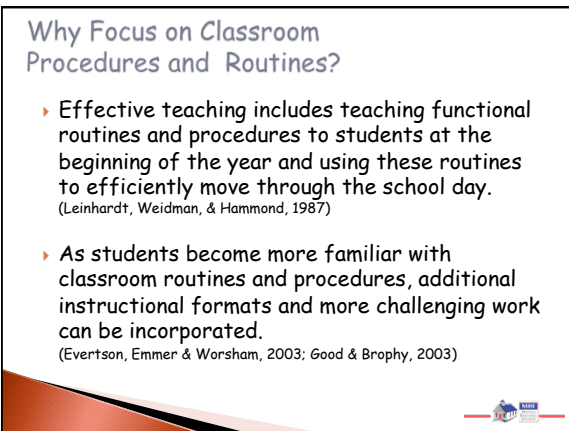
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**Effective Classroom Practices:
The "Great Eight"**

- ▶ Expectations and rules
- ▶ Procedures and routines
- ▶ Continuum of strategies to acknowledge appropriate behavior
- ▶ Continuum of strategies to respond to inappropriate behavior
- ▶ Active supervision
- ▶ Multiple opportunities to respond
- ▶ Activity sequence and offering choice
- ▶ Academic success and task difficulty

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**Why Focus on Classroom
Procedures and Routines?**

- ▶ Effective teaching includes teaching functional routines and procedures to students at the beginning of the year and using these routines to efficiently move through the school day.
(Leinhardt, Weidman, & Hammond, 1987)
- ▶ As students become more familiar with classroom routines and procedures, additional instructional formats and more challenging work can be incorporated.
(Evertson, Emmer & Worsham, 2003; Good & Brophy, 2003)

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What Are Procedures and Routines?

- ▶ Procedures explain the accepted process for carrying out a specific activity, such as walking in the hallway, using lockers, sharpening pencils, attending an assembly, going to the restroom.
- ▶ Classroom procedures are patterns for accomplishing classroom tasks.
- ▶ Procedures form routines that help students meet expectations stated in the rules.



What Are Procedures and Routines?

- ▶ Procedures should be succinct, positively stated and in age-appropriate terms
- ▶ Keep "Who, what, when, where, why, and how" in mind
- ▶ Clear procedures, taught and consistently enforced, are the most critical tool to create a functional and productive learning environment



Elementary Example

- ▶ Lining Up
 - Sit quietly when you hear the signal
 - Neatly place books and materials in your desk
 - Quietly stand when your name (or row) is called
 - Push your chair under your desk
 - Quietly walk to the line
 - Stand with your hands at your sides, facing forward, no talking



Elementary Example

▶ Learning Position

- Sit with your bottom on your chair
- Sit with your legs under your desk
- Keep both feet on the floor
- Look at the teacher when he or she talks to the class
- Keep your materials on top of your desk



Elementary Example



▶ During Lessons

- Sit in a learning position
- Raise your hand for a turn to talk, if you have a question or if you need help
- Wait for the teacher to come to you
- Finish all of your work
- Read your book if you finish your work early
- Take restroom or water breaks during independent time



Secondary Example

▶ Class Discussion

- Prepare for discussion by reading the required assignment in advance
- Wait until the other person is finished speaking before you talk
- Stay on topic
- Respect other's opinions and contributions
- Use appropriate expressions of disagreement



Secondary Example

- ▶ Entering the Classroom
 - Enter the classroom before the bell rings
 - Take your seat and get out the materials you need for class
 - Talk quietly until the bell rings
 - Stop talking and be ready to listen when the bell rings



Secondary Example

- ▶ Turning in Assignments
 - The last person in each row pass their paper to the person in front of them
 - The next person does the same until the papers reach the first person in each row
 - The first person in each row passes papers to the right
 - The first person in the last row places all papers in the basket on the teacher's desk



Welcome to...



Writing Procedures to Develop Routines

- ▶ Make a list of every task a student does in the classroom
- ▶ Determine the desired outcome
- ▶ Decide how students need to complete the task
- ▶ Consider what errors students are likely to make
- ▶ Consider problem areas or problem times...often a well-designed routine can smooth things out



Procedure Writing Activity

1. Specifically consider problem areas/times in your classroom.
2. Select tasks from the Routines Self-Assessment handout which apply to your setting.
3. Write steps for completing each task.
(these are your procedures & routines)



Schedule for Teaching Classroom Procedures

- ▶ **First Grading Period**
 - Teach rules and procedures for all areas of school, **including individual classrooms**, during first week of school
 - Provide opportunities for review and practice
 - Provide frequent reinforcement/acknowledgement
 - After first week, review rules and procedures 2 or 3 times per week
 - Rapid pace, oral review during first or last few minutes of class
 - Surprise quizzes about procedures for extra credit points
 - Divide into teams, ask questions about rules and procedures, award points



Schedule for Teaching Classroom Procedures

- ▶ Second Grading Period
 - Review rules and procedures once per week
- ▶ Remainder of the Year
 - Review rules and procedures periodically as needed